

CSUEB Critical Writing Program
Composition Faculty Handbook

Stretch College Writing and College Writing Lab
English 100-101, English 102, English 103-104, English 109

CSUEB Composition Program Handbook

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Placement and Composition I Overview

California State University System-Wide Placement

As of fall 2018, the California State University system will eliminate the English Placement Test (EPT) and rely on “multiple measures” to identify students’ preparation for college writing. These measures include high school GPA, standardized test scores (SAT, ACT, and California mandated assessments), and other factors associated with high school success. Based on the algorithm developed by the Chancellor’s Office, students will be placed in one of the four following categories:

- **Category I**— identifies students who have earned college credit for GE area A2 through exam (such as the AP test) or transfer credit. These students **do not enroll** in any Composition I course.
- **Category II**— identifies students who are deemed “ready.” These students are advised to enroll in **Comp I: ENGL 102**, Accelerated Composition (Accelerated). They may choose to take English 109, a one-unit tutorial lab.
- **Category III**—identifies students who are “ready” but may need “enhanced instruction during the regular school year.” These students must complete **Comp I: ENGL 100/101** Stretch Composition (Stretch) *or* **ENGL 102** Accelerated **with** concurrent enrollment in **ENGL 109**.
- **Category IV**— identifies students who are “ready” but are likely to struggle with college writing. These students are required to complete **Comp I: ENGL 100/101** Stretch *or* **Comp I: ENGL 103/104** ESOL Stretch **with** concurrent enrollment in **ENGL 109**. They may also be required to participate in the Early Start program.

CSUEB Directed Self-Placement for Category III Students

Several CSU writing programs use Directed Self-Placement (DSP) to help students choose the writing course that best meets their need. Although many CSU campuses use DSP for all students, our campus will use DSP for students in Category III, those most likely to benefit from considering their writing placement beyond their multiple-measures classification.

Students in Category III will have the option of completing 4 units in Comp I: ENGL 102 Accelerated with concurrent enrollment in ENGL 109 or completing 6 units over two-semester in Comp I: ENGL 100/101 Stretch. Students in Category III who choose the stretch sequence have the option of taking ENGL 109 though it is not required.

Below is the CSUEB’s DSP assessment procedure for Category III students:

College Writing Pathways for Category III

Welcome to Cal State East Bay's Critical Writing Program! If you received a Category III placement for English composition, you have two options for meeting the general education requirement in written communication. This handout will help you decide which option is better for you. Please read about your two options and answer the questions below.

RECOMMENDED STRETCH OPTION: Stretch College Writing I & II (6 units total)

The stretch option requires two classes, English 100 in fall and English 101 in spring. This option begins with shorter reading and writing assignments and builds towards longer, more challenging ones. It also gives you a chance to make strong personal and academic connections with your classmates and your instructor because you will stay together for the whole academic year.

ACCELERATED OPTION: Accelerated College Writing + Writing Lab (4 units total)

The accelerated option requires two classes, English 102 and English 109. These two classes are taken during the same semester. The accelerated option begins with 5-7 page essays and longer reading assignments, so the pace and initial expectations for this option are more intense than the stretch option.

QUESTIONS: If you answer yes to all or most of the questions below, the accelerated option is likely a good choice for you. If you answer no, not all the time, or not sure to most of the questions, the stretch option is the better choice.

Reading

- Do you read a lot for pleasure and for school?
- Are you confident about your ability to understand and analyze difficult texts?
- Would you be comfortable reading 30-40 pages of dense text every week?

Writing

- Do you enjoy writing for different audiences and purposes?
- Would you describe yourself as a strong academic writer?
- Do you have experience writing 5-7 page papers every 2-3 weeks?

Habits of Mind

- Do you take an active role in your own learning?
- Are you a curious person who enjoys exploring different aspects of an issue or problem?
- Would you describe yourself as a person who is persistent when faced with a challenging assignment?

Still unsure about which writing pathway is better for you? Please email us to set up an in-person, phone, or Skype advising appointment.

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English Department Chair: Dr. Sarah Nielsen sarah.nielsen@csueastbay.edu

Composition I Overview

Composition I courses introduce students to writing in the university with a special awareness of the challenges freshmen face when making the transition from high school to college. In addition to comprehending and producing written language at an advanced level, freshmen need to learn how to participate in academic culture with its often unspoken rules and expectations. Comp I begins the process of helping students read, write, and think like academics.

Composition I courses at CSUEB are English 100/101, English 102, English 103/104. Students who complete Composition I according to their placement with a grade of C- or higher have satisfied their GE, A2 requirement. Therefore, regardless of course placement, students will meet the same learning outcomes in all Comp I courses.

CSUEB Institutional Learning Outcomes (ILOs) for Written Communication

Although the ILOs in written communication are goals for seniors, we must instill these goals in our freshman if they are to reach the outcomes at the end of their senior year.

Below is the CSUEB ILOs statement and the written communication rubric that guide our Composition I courses' objectives, learning outcomes, and benchmarks:

Graduates of Cal State East Bay will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.

Developing strong oral, written, and creative communication skills is an important learning outcome for our graduates because these skills are fundamental to active participation in a democratic society and to achievement in professional life after graduation. Communication implies an exchange between two or more people, so communication is about expressing one's own ideas, perspectives, and values as well as understanding the ideas, perspectives, and values of others.

Strong communication skills include:

- identifying the audience and purpose for a particular communication situation;
- representing knowledge orally, visually, and in writing;
- expressing ideas, perspectives and values clearly and coherently;
- supporting ideas, perspectives, and values with reasons and evidence;
- understanding other perspectives on a particular topic;
- locating, evaluating and using information appropriately;
- listening actively, empathetically, and respectfully;
- being open to new ideas and to changing perspectives when presented with new evidence;
- using various forms of communication and communication technologies.

CSUEB ILO Written Communication Rubric Approved by Academic Senate, May, 2017

Description: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

	4	3	2	1
Statement of purpose, thesis or controlling idea(s)	Clearly states a central idea, appropriate to the assignment.	Adequately states a central idea, generally appropriate to the assignment.	Inconsistently or superficially states a central idea, minimally appropriate to the assignment.	Lacks statement of a central idea, or states central idea inappropriate to the assignment.
Audience awareness	Demonstrates clear understanding of audience, appropriate to the assignment.	Demonstrates adequate understanding of audience, generally appropriate to the assignment.	Demonstrates inconsistent or superficial understanding of audience, minimally appropriate to the assignment.	Lacks an understanding of audience.
Organization, cohesion, and clarity	Clearly structured around the central idea. Uses a range of transitions to connect ideas, and is easy to follow.	Adequately structured around the central idea. Uses some transitions to connect ideas, and is generally easy to follow.	Has minimal structure around the central idea. Uses few transitions to connect ideas, and is somewhat difficult to follow.	Lacks structure around the central idea. Lacks transitions that connect ideas, and is difficult to follow.
Presentation of supporting ideas	Presents evidence and ideas that clearly support and develop the central idea.	Presents evidence and ideas that generally support and develop the central idea.	Presents evidence and ideas that minimally support and develop the central idea.	Does not present evidence or ideas that support or develop the central idea.
Language usage, sentence structure	Uses sophisticated and varied sentence structures. Demonstrates appropriate language choices.	Uses some variation in sentence structure. Generally demonstrates appropriate language choices.	Uses little variation in sentence structure. Minimally demonstrates appropriate language choices.	Lacks variation in sentence structure. Does not demonstrate appropriate language choices.
Mechanics: grammar, punctuation, and spelling	Shows correct use of grammar, spelling, and punctuation.	Shows mostly correct use of grammar, spelling, and punctuation. May have occasional errors that do not interfere with meaning.	Contains grammar, spelling, and punctuation errors that are distracting or occasionally interfere with meaning.	Contains grammar, spelling, and punctuation errors that are highly distracting or often interfere with meaning.

CSUEB General Education Rubric for Written Communication (GE A2 Requirement)

The following GE A2 Written Communication rubric is a draft based on the learning outcomes described in CSU Executive Order 1100. The purpose of the rubric is to give the GE and English departments data points for measuring the effectiveness of this program.

CSUEB General Education Written Communication, First-year Composition (GE Area A2) Rubric Draft 5-25-18				
Developed by English department faculty for pilot in 2018-19 academic year.				
	4	3	2	1
<p>Attitude and approach to learning</p> <p>Reflection on students' own work demonstrates habits of mind associated with successful first-year college reading, writing, and thinking</p>	<ul style="list-style-type: none"> ● Consistently demonstrates awareness of one's own learning, intellectual evolution, ongoing challenges as an academic reader, writer, thinker. ● Exhibits confidence and persistence in reading complex texts and writing successful papers for a variety of rhetorical situations. ● Clearly explores issues, questions, and other intellectual endeavors. ● Aptly illustrates acceptance of ambiguity and acknowledgement of issue complexity. 	<ul style="list-style-type: none"> ● Generally demonstrates awareness of one's own learning, intellectual evolution, ongoing challenges as an academic reader, writer, thinker. ● Exhibits general confidence and persistence in reading complex texts and writing successful papers for a variety of rhetorical situations. ● Often explores issues, questions, and other intellectual endeavors. ● Illustrates acceptance of ambiguity and acknowledgement of issue complexity. ● Generally demonstrates use of the recursive process of writing and its connection to critical reading and thinking. 	<ul style="list-style-type: none"> ● Somewhat demonstrates awareness of one's own learning, intellectual evolution, ongoing challenges as an academic reader, writer, thinker. ● Exhibits some confidence and persistence in reading complex texts and writing successful papers for a variety of rhetorical situations. ● Sometimes explores issues, questions, and other intellectual endeavors. ● Sometimes illustrates acceptance of ambiguity and acknowledgement of issue complexity. 	<ul style="list-style-type: none"> ● Demonstrates limited awareness of one's own learning, intellectual evolution, ongoing challenges as an academic reader, writer, thinker. Exhibits low confidence and persistence in reading complex texts and writing successful papers for a variety of rhetorical situations. ● Rarely explores issues, questions, and other intellectual endeavors. ● Illustrates little to no acceptance of ambiguity and acknowledgement of issue complexity.

	<ul style="list-style-type: none"> Consistently demonstrates use of the recursive process of writing and its connection to critical reading and thinking. 			
<p>Rhetorical knowledge</p> <p>“The ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts.” (WPA Outcomes Statement, 17 July 2014)</p>	<ul style="list-style-type: none"> Clearly demonstrates awareness of different perspectives and texts, moving toward a sophisticated response to them. Illustrates consistent ability to develop and maintain an intended purpose for an identified genre and audience. Aptly chooses language in service of a rhetorical situation. 	<ul style="list-style-type: none"> Generally demonstrates awareness of different perspectives and texts, moving toward a sophisticated response to them. Often illustrates ability to develop and maintain an intended purpose for an identified genre and audience. Chooses language in service of a rhetorical situation. 	<ul style="list-style-type: none"> Demonstrates some awareness of different perspectives and texts. Somewhat illustrates ability to develop and maintain an intended purpose for an identified genre and audience. Chooses language sometimes in service of a rhetorical situation. 	<ul style="list-style-type: none"> Demonstrates little awareness of different perspectives and texts. Rarely illustrates ability to develop and maintain an intended purpose for an identified genre and audience. Chooses language inappropriate to a rhetorical situation.
<p>Textual/global qualities of writing products</p> <p>Organization and development</p>	<ul style="list-style-type: none"> Thoughtfully organizes and develops writing around a controlling idea. Provides logical and sophisticated connections among ideas that help to progress a coherent train of 	<ul style="list-style-type: none"> Organizes and develops writing around a controlling idea. Provides connections among ideas that help to progress a train of thought. Presents a recognizable voice that generally meets 	<ul style="list-style-type: none"> Somewhat organizes and develops writing around a controlling idea. Sometimes provides connections among ideas that help to progress a train of thought. Inconsistently presents a 	<ul style="list-style-type: none"> Rarely organizes and develops writing around a controlling idea. Minimally provides connections among ideas that may/not progress a train of thought. Does not present a recognizable voice

	<p>thought.</p> <ul style="list-style-type: none"> ● Presents a distinct, credible voice that meets the demands of purpose, audience, and genre. ● Exhibits complex, rhetorical moves in response to a larger conversation. 	<p>the demands of purpose, audience, and genre.</p> <ul style="list-style-type: none"> ● Exhibits rhetorical moves in response to a larger conversation. 	<p>recognizable voice that may/not meet the demands of purpose, audience, and genre.</p> <ul style="list-style-type: none"> ● Inconsistently exhibits rhetorical moves in response to a larger conversation. 	<p>that does not meet the demands of purpose, audience, and genre.</p> <ul style="list-style-type: none"> ● Does not exhibit rhetorical moves in response to a larger conversation.
<p>Textual/local features of writing products</p> <p>Language, style, voice, and mechanics</p>	<ul style="list-style-type: none"> ● Uses sophisticated language to craft a clear message with appropriate style and voice for the audience, purpose, and genre. ● Demonstrates sophistication in word choice and varied sentence structure. ● Exhibits careful editing and proofreading that enhances writer’s credibility. 	<ul style="list-style-type: none"> ● Uses suitable language to craft a clear message with generally appropriate, style and voice for the audience, purpose, and genre. ● Demonstrates some sophistication in word choice and varied sentence structure. ● Exhibits evidence of editing and proofreading that may enhance writer’s credibility. 	<ul style="list-style-type: none"> ● Uses somewhat suitable language to craft a message with somewhat appropriate style and voice for the audience, purpose, and genre. ● Demonstrates little sophistication in word choice and varied sentence structure. ● Exhibits little evidence of editing and proofreading that may enhance writer’s credibility. 	<ul style="list-style-type: none"> ● Uses unsuitable language to craft a message with inappropriate style and voice for the audience, purpose, and genre. ● Lacks sophistication in word choice and varied sentence structure. ● Exhibits no evidence of editing and proofreading.
<p>Academic conventions</p> <p>Documentation, attribution, and formatting</p>	<ul style="list-style-type: none"> ● Precisely documents sources and consistently uses academic conventions appropriate to rhetorical situation. ● Chooses appropriate sources and cogently integrates them in service of the writer’s claim. 	<ul style="list-style-type: none"> ● Documents sources and generally uses academic conventions appropriate to rhetorical situation. ● Chooses generally appropriate sources and suitably integrates them in service of the writer’s claim. 	<ul style="list-style-type: none"> ● Infrequently documents sources and infrequently uses academic conventions appropriate to rhetorical situation. ● Chooses somewhat appropriate sources and attempts to integrate them in service of the writer’s claim. 	<ul style="list-style-type: none"> ● Incorrectly documents or does not document sources and does not use academic conventions appropriate to rhetorical situation. ● Chooses inappropriate sources that interfere with writer’s claim.

As required by the Academic Senate and the GE Subcommittee, GE A2 learning outcomes should be included in all English 100/101, 102, and English 103/104 syllabi.

The current GE A2 written communication learning outcomes are as follows.

- Write effectively in English for a variety of purposes and audiences
- Explain the principles and rhetorical perspectives of effective writing, including its form, content, context and style
- Advocate for a cause or idea, presenting facts and arguments in an organized and accurate manner
- Practice the discovery, critical evaluation, and reporting of information

CSUEB Composition Program Statement on Thinking, Reading, and Writing

Thinking

- Students will build on their experiences in extended, critical engagement with ideas
- Critical thinking is the foundation of academic culture
- For critical engagement of ideas, instructors need to enhance students' abilities to
 - be reflective, understanding who and what influences their ideas
 - become "problematizers" who work toward informed opinions
 - analyze and synthesize the ideas of others
 - gain awareness of their own thinking, reading, and writing processes

Reading

- Reading is a cross-disciplinary skill all students must use, and all freshmen are expected to read at the freshman level in all their classes
- Entering freshmen have limited experience with texts that use audience and purpose to determine format, such as nonfiction, nonfiction social commentary, or college-level textbooks
- Students will see reading and writing in a broad, social context if they read a variety of theme-based essays
- As teachers, we need to enhance students' abilities to
 - process units of meaning instead of reading word by word
 - summarize, analyze, and evaluate what they read
 - recognize the writer's assumptions and purpose
 - recognize and become part of the writer's intended audience

Writing

- Academic writing takes time, is not based solely on personal experience, and is driven by discipline demands, the writer's purpose, and the audience's expectations
- Academic writing depends on a writer's ability to formulate questions, use research for exploration, and analyze and revise ideas
- Academic writers use a variety of rhetorical strategies to develop and present ideas
- Our approach to teaching students how to write for academia should include ways to
 - brainstorm for a topic with various writing-to-learn strategies such as freewriting, outlining, mapping, clustering, researching, etc.
 - analyze a topic from various perspectives
 - devise thoughtful questions that lead to a thesis/claim
 - sustain a thesis/claim throughout an essay
 - organize and develop an essay for an identified audience
 - provide appropriate reasons and evidence for a thesis/claim
 - recognize the difference between revision and editing, and do either or both at the appropriate time

Composition I: English 100/101 Stretch, English 102 Accelerated, English 103/104 Stretch (ESOL)

Composition I: English 100, Stretch I

❖ Course Catalogue Description

- ENGL 100 College Writing: Stretch I (3 units)
First semester of year-long course in reading and writing for academic purposes. Mandatory, with concurrent enrollment in ENGL 109, for students who place in Category IV. Optional for students who place in Category III. Must pass with C- or better to advance to ENGL 101

❖ General Course Information

- English 100 is a three-unit courses (1 unit = 50 minutes of contact per week, which means 75-minute sessions for a class that meets twice per week)
- Category III students in English 100/101 have the option to take English 109 although it is recommended that they take the one-unit writing lab
- Category IV students in English 100/101 are required to enroll in English 109, a one-unit writing lab.
- During the academic year, English 100/101 students will write approximately 10,000 words (40 final-draft pages)
- During the academic year, English 100/101 students will read approximately 400-600 pages of published nonfiction writing, including articles, essays, and at least one full-length, non-fiction book

❖ English 100: Course Objectives

- Recognize that writing is part of a conversation
- Learn to read beyond content by examining structure, purpose, and audience
- Demonstrate respect for the thoughts of others
- Demonstrate an ability to understand multiple perspectives in relation to one's own
- Gain and apply rhetorical knowledge to analyze the written and spoken ideas of others
- Gain and apply rhetorical knowledge to increase reading comprehension
- Gain and apply rhetorical knowledge to improve writing efficacy
- Recognize how writers adapt language for various audiences and purposes, especially those common in academic writing tasks
- Recognize how writers adapt formats for audiences and purposes, especially those common in academic writing tasks
- Learn to use a variety of strategies to develop ideas and shape written drafts
- Improve ability to peer review other's writing by applying learned skills
- Produce a thoughtful, carefully edited, 4-6-page academic essay with a clear thesis/claim, transitions, reasons, evidence, and appropriate language

❖ English 100: Course Learning Outcomes

- Ability to write, revise, and edit short essays in English
- Ability to understand the difference between opinions and informed opinion

- Ability to understand how to use, and how others use, rhetorical strategies to solve problems
- Ability to discover, evaluate, and use information
- Ability to advocate for a cause or idea, presenting facts and arguments in an organized and accurate manner

❖ English 100: Course Benchmarks

- The following Benchmarks are suggestions for the concepts and skills that should be introduced by certain points in the semester. As the processes of teaching and learning are not linear, the Benchmarks cannot realistically reflect the progress students make throughout the semester. Learning and teaching these skills is a recursive process, so many of these skills will be retaught and continually emphasized throughout the term.

Week 5 Benchmarks	Week 10 Benchmark	Week 15 Benchmarks	Week16 Benchmarks
<ul style="list-style-type: none"> ● Active Reading ● Annotating ● Writing Process ● Rhetorical Situation ● Summary ● Response ● Organization ● Articulating a claim ● Introduction to Peer Review/Collaboration ● Paraphrasing ● Point of View ● Revision (essay global issues) ● Editing (principles of editing & MLA formatting) ● Regular Reading Practice, including annotation. 	<ul style="list-style-type: none"> ● Identifying an author’s purpose, audience, and strategy ● Inference ● Distinguishing between claim and evidence ● Analysis (visual/textual) ● Revision (paragraph unity, coherence) ● More advanced editing (strategies) ● Developmental strategies ● Organization ● Vocab strategies ● Regular Reading Practice, including annotation and analysis 	<ul style="list-style-type: none"> ● Argument ● Ethos, pathos, logos ● Toulmin rhetoric ● Persuasion ● Revision (moving toward seeing the connection between sentence/paragraph/essay style & coherence) ● More advanced editing (moving toward conventional correctness) ● Using sources/information literacy ● Regular Reading Practice 	<ul style="list-style-type: none"> ● Reflective Thinking and Writing ● Review of reading and writing concepts introduced throughout the semester ● Introspection on development as an academic reader and writer
<p><i>*COMPLETION OF MAJOR ESSAY 1</i></p>	<p><i>*COMPLETION OF MAJOR ESSAY 2</i></p>	<p><i>*COMPLETION OF MAJOR ESSAY 3</i></p>	<p><i>*COMPLETION OF REFLECTIVE ESSAY</i></p>

❖ English 100: Course Writing Requirements

- Suggested Essay Sequencing for English 100

- Four Major Essays:
 - Summary/Response
 - Rhetorical Analysis
 - Persuasion
 - Reflection
- Other Writing Assignments of Various Length
 - Prereading assignments
 - Summaries and short analysis
 - Identifications of rhetorical devices
 - Skill building exercises
 - Essay development pieces
 - Revision and editing exercises
- ❖ English 100: Supplemental Materials
 - See appendix A
- ❖ English 100: Suggested Textbooks and Nonfiction Texts
 - See appendix B

Composition I: English 101, Stretch II

- ❖ Course Catalogue Description
 - ENGL 101 College Writing: Stretch II (3 units)
Second semester of year-long course in reading and writing for academic purposes. Must pass course with C- or better to earn General Education, A2 credit. Prerequisite: ENGL 100.
- ❖ General Course Information
 - English 101 is a three-unit courses (1 unit = 50 minutes of contact per week, which means 75-minute sessions for a class that meets twice per week)
 - Category III students in English 100/101 have the option to take English 109 although it is recommended that they take the one-unit writing lab
 - Category IV students are required to enroll in English 109, a one-unit writing lab
 - Students at the end of both English 101 and English 102 have met a shared set of learning objectives
 - During the academic year, English 100/101 students will write approximately 10,000 words (40 final-draft pages)
 - During the academic year, English 100/101 students will read approximately 400-600 pages of published nonfiction writing, including articles, essays, and at least one full-length, non-fiction book
 - At the end of the semester, English 101 students will create writing portfolios, to be evaluated by composition instructors. The portfolio evaluation results will be a recommendation and will not dictate students' final grades.
- ❖ English 101: Course Objectives
 - Recognize that writing is part of a conversation
 - Learn to read beyond content by examining structure, purpose, and audience
 - Demonstrate respect for the thoughts of others

- Demonstrate an ability to understand multiple perspectives in relation to one's own ideas
- Apply rhetorical knowledge to analyze written and spoken ideas of others
- Apply rhetorical knowledge to increase reading comprehension
- Apply rhetorical knowledge to improve writing efficacy
- Recognize how writers adapt language for various audiences and purposes, especially those common in academic writing tasks
- Recognize how writers adapt formats for audiences and purposes, especially those common in academic writing tasks
- Use various strategies to develop ideas and shape written drafts
- Utilize resources, such as feedback and published reference materials, to improve clarity, coherence, and conventional correctness when revising drafts
- Produce a thoughtful, carefully edited, 5-7-page academic essay with a clear thesis/claim, transitions, reason, evidence, counterarguments with refutation, and appropriate language
- Prepare a portfolio of writing at the end of the semester that includes a sampling of essays written during the academic year

❖ English 101 Learning Outcomes

- Ability to write, revise, and edit medium-length essays in English
- Ability to develop and recognize informed opinions
- Ability to use, and recognized how others use, rhetorical strategies to solve problems
- Ability to discover, evaluate, and use information
- Ability to advocate for a cause or idea, presenting facts and arguments in an organized and accurate manner

❖ English 101: Course Benchmarks

- The following Benchmarks are suggestions for the concepts and skills that should be introduced by certain points in the semester. As the processes of teaching and learning are not linear, the Benchmarks cannot realistically reflect the progress students make throughout the semester. Learning and teaching these skills is a recursive process, so many of these skills will be retaught and continually emphasized throughout the term.

WEEK 5 BENCHMARKS	WEEK 10 BENCHMARKS	WEEK 15 BENCHMARKS	WEEK 16 BENCHMARKS
<ul style="list-style-type: none"> ● ACTIVE READING ● ANNOTATING ● WRITING PROCESS ● RHETORICAL SITUATION ● SUMMARY ● RESPONDING TO AND EVALUATING TEXTS ● ORGANIZATION ● ARTICULATING A CLAIM ● INTRODUCTION TO PEER REVIEW/COLLABORATION ● PARAPHRASING ● POINT OF VIEW ● REVISION (ESSAY GLOBAL ISSUES) ● FORMATTING ● REGULAR READING PRACTICE <p><i>*COMPLETION OF MAJOR ESSAY 1</i></p>	<ul style="list-style-type: none"> ● IDENTIFYING AN AUTHOR'S PURPOSE, AUDIENCE, AND MESSAGE ● DEVELOPING CLAIMS WITH SUPPORT AND REASONING ● ANALYSIS ● RHETORICAL APPEALS (ETHOS, PATHOS, LOGOS) ● EDITING ● CITATIONS ● REVISION (PARAGRAPH UNITY, COHERENCE) ● STYLISTIC CHOICES ● IDEA EXPANSION ● ORGANIZATION ● REGULAR READING PRACTICE <p><i>*COMPLETION OF MAJOR ESSAY 2</i></p>	<ul style="list-style-type: none"> ● DEVELOPING ARGUMENTS ● CONT. READING ● TOULMIN RHETORIC ● PERSUASION ● ADVANCED REVISION ● USING SOURCES/ INFORMATION LITERACY ● SYNTHESIZING IDEAS AND INFORMATION FROM MULTIPLE SOURCES <p><i>*COMPLETION OF MAJOR ESSAY 3</i></p>	<ul style="list-style-type: none"> ● REFLECTIVE THINKING AND WRITING ● PORTFOLIO <p><i>*COMPLETION OF REFLECTION AND PORTFOLIO</i></p>

❖ English 101: Course Writing Requirements

- Suggested Essay Sequencing for English 101
 - Four Major Essays:
 - Rhetorical Analysis/Evaluation
 - Synthesis/Response
 - Academic Argument Essay
 - Portfolio Reflection (mandatory at end of semester)
- Other Writing Assignments of Various Length
 - Prereading assignments
 - Summaries and short analysis
 - Identifications of rhetorical devices
 - Skill building exercises
 - Essay development pieces
 - Revision and editing exercises

❖ English 101: Supplemental Materials

- See appendix A

❖ English 101: Suggested Textbooks and Nonfiction Texts

- See appendix B

❖ English 101: End of Term Portfolio Assignment

Portfolio Reflection for English 101, 102, and 104

To illustrate to the English Department your growth as a writer, you will hand in a portfolio that begins with a reflective letter. The portfolio should illustrate your unique composing process and should include three out-of-class essays that you have written in your English 101, 102, or 104 course.

This portfolio will be reviewed by a team of instructors from the English Department who are interested in assessing the progress of students as writers.

In your reflective cover letter, you will introduce the contents of your portfolio and will consider how this work reflects your development as a writer over the term. As you begin your reflection, consider the following: 1) how your writing meets the course objectives 2) how your writing reflects your growth as a writer 3) the rhetorical decisions that you made in your essays to meet the demands of audience, purpose, and genre.

As you begin prewriting for your essay, ask yourself the following questions:

- What has this class taught me about being a critical thinker, reader, and writer?
- How has my attitude and approach toward learning changed, and how does my writing reflect this growth?
- What were some of the successes and/or challenges that I encountered this semester?
- How have I changed/matured as a critical writer, reader, and thinker?
- How has my learning evolved? How has my writing processes matured?
- How have I wrestled with complexity and ambiguity in my writing?
- How do the contents of my portfolio reflect what I've learned about writing and who I am as a writer?
- What do I value about the work that I have done, and how has it impacted my confidence?
- How have I used / will I use the writing skills that I have learned in this course in other courses?
- How does my portfolio capture my success as a first-year college student?

Tips and Further Information

- ❖ Writing a quality reflection is no overnight matter; be prepared to spend an extensive amount of time in the writing process.
- ❖ Please, no “My writing meets the course objectives” statements. This is a time to illustrate how you have grown as a writer and how your writing reflects your growth.

Composition I: English 102, Accelerated

❖ Course Catalogue Description

- ENGL 102, Accelerated College Writing (3 units)
An introduction to reading and writing for academic purposes. Must pass course with C- or better to earn General Education, A2 credit.

❖ General Course Information

- English 102 is a three-unit courses (1 unit = 50 minutes of contact per week, which means 75-minute sessions for a class that meets twice per week)
- Category III students in English 102 must be concurrently enrolled in English 109, a one-unit writing lab
- Students at the end of both English 101 and English 102 have met a shared set of learning objectives
- During the academic year, English 102 students will write approximately 5,000 words (20 final-draft pages)
- During the academic year, English 102 students will read approximately 200-400 pages of published nonfiction writing, including articles, essays, and at least one full-length, non-fiction book
- At the end of the semester, English 102 students will create writing portfolios, to be evaluated by composition instructors. The portfolio evaluation results will be a recommendation and will not dictate students' final grades.

❖ English 102: Course Objectives

- Recognize that writing is part of a conversation
- Learn to read beyond content by examining structure, purpose, and audience
- Demonstrate respect for the thoughts of others
- Demonstrate an ability to understand multiple perspectives in relation to one's own ideas
- Apply rhetorical knowledge to analyze written and spoken ideas of others
- Apply rhetorical knowledge to increase reading comprehension
- Apply rhetorical knowledge to improve writing efficacy
- Recognize how writers adapt language for various audiences and purposes, especially those common in academic writing tasks
- Recognize how writers adapt formats for audiences and purposes, especially those common in academic writing tasks
- Use various strategies to develop ideas and shape written drafts
- Utilize resources, such as feedback and published reference materials, to improve clarity, coherence, and conventional correctness when revising drafts
- Produce a thoughtful, carefully edited, 5-7-page academic essay with a clear thesis/claim, transitions, reason, evidence, counterarguments with refutation, and appropriate language
- Prepare a portfolio of writing at the end of the semester that includes a sampling of essays written during the academic year

❖ English 102 Learning Outcomes

- Ability to write, revise, and edit medium-length essays in English
- Ability to develop and recognize informed opinions
- Ability to use, and recognized how others use, rhetorical strategies to solve problems
- Ability to discover, evaluate, and use information
- Ability to advocate for a cause or idea, presenting facts and arguments in an organized and accurate manner

❖ English 102: Course Benchmarks

- The following Benchmarks are suggestions for the concepts and skills that should be introduced by certain points in the semester. As the processes of teaching and learning are not linear, the Benchmarks cannot realistically reflect the progress students make throughout the semester. Learning and teaching these skills is a recursive process, so many of these skills will be retaught and continually emphasized throughout the term.

WEEK 5 BENCHMARKS	WEEK 10 BENCHMARKS	WEEK 15 BENCHMARKS	WEEK 16 BENCHMARKS
<ul style="list-style-type: none"> ● ACTIVE READING ● ANNOTATING ● WRITING PROCESS ● RHETORICAL SITUATION ● SUMMARY ● RESPONDING TO AND EVALUATING TEXTS ● ORGANIZATION ● ARTICULATING A CLAIM ● INTRODUCTION TO PEER REVIEW/COLLABORATION ● PARAPHRASING ● POINT OF VIEW ● REVISION (ESSAY GLOBAL ISSUES) ● FORMATTING) ● REGULAR READING PRACTICE 	<ul style="list-style-type: none"> ● IDENTIFYING AN AUTHOR'S PURPOSE, AUDIENCE, AND MESSAGE ● DEVELOPING CLAIMS WITH SUPPORT AND REASONING ● ANALYSIS ● RHETORICAL APPEALS (ETHOS, PATHOS, LOGOS) ● EDITING ● CITATIONS ● REVISION (PARAGRAPH UNITY, COHERENCE) ● STYLISTIC CHOICES ● IDEA EXPANSION ● ORGANIZATION ● REGULAR READING PRACTICE 	<ul style="list-style-type: none"> ● DEVELOPING ARGUMENTS ● CONT. READING ● TOULMIN RHETORIC ● PERSUASION ● ADVANCED REVISION ● USING SOURCES/ INFORMATION LITERACY ● SYNTHESIZING IDEAS AND INFORMATION FROM MULTIPLE SOURCES 	<ul style="list-style-type: none"> ● REFLECTIVE THINKING AND WRITING ● PORTFOLIO
<p><i>*COMPLETION OF MAJOR ESSAY 1</i></p>	<p><i>*COMPLETION OF MAJOR ESSAY 2</i></p>	<p><i>*COMPLETION OF MAJOR ESSAY 3</i></p>	<p><i>*COMPLETION OF REFLECTION AND PORTFOLIO</i></p>

- ❖ English 102: Course Writing Requirements
 - Suggested Essay Sequencing for English 102
 - Four Major Essays:
 - Rhetorical Analysis/Evaluation
 - Synthesis/Response
 - Academic Argument Essay
 - Portfolio Reflection (mandatory at end of semester)
 - Other Writing Assignments of Various Length
 - Prereading assignments
 - Summaries and short analysis
 - Identifications of rhetorical devices
 - Skill building exercises
 - Essay development pieces
 - Revision and editing exercises

- ❖ English 102: Supplemental Materials
 - See appendix A

- ❖ English 102: Suggested Textbooks and Nonfiction Texts
 - See appendix B

❖ English 102: End of Term Portfolio Assignment

Portfolio Reflection for English 101, 102, and 104

To illustrate to the English Department your growth as a writer, you will hand in a portfolio that begins with a reflective letter. The portfolio should illustrate your unique composing process and should include three out-of-class essays that you have written in your English 101, 102, or 104 course.

This portfolio will be reviewed by a team of instructors from the English Department who are interested in assessing the progress of students as writers.

In your reflective cover letter, you will introduce the contents of your portfolio and will consider how this work reflects your development as a writer over the term. As you begin your reflection, consider the following: 1) how your writing meets the course objectives 2) how your writing reflects your growth as a writer 3) the rhetorical decisions that you made in your essays to meet the demands of audience, purpose, and genre.

As you begin prewriting for your essay, ask yourself the following questions:

- What has this class taught me about being a critical thinker, reader, and writer?
- How has my attitude and approach toward learning changed, and how does my writing reflect this growth?
- What were some of the successes and/or challenges that I encountered this semester?
- How have I changed/matured as a critical writer, reader, and thinker?
- How has my learning evolved? How has my writing processes matured?
- How have I wrestled with complexity and ambiguity in my writing?
- How do the contents of my portfolio reflect what I've learned about writing and who I am as a writer?
- What do I value about the work that I have done, and how has it impacted my confidence?
- How have I used / will I use the writing skills that I have learned in this course in other courses?
- How does my portfolio capture my success as a first-year college student?

Tips and Further Information

- ❖ Writing a quality reflection is no overnight matter; be prepared to spend an extensive amount of time in the writing process.
- ❖ Please, no “My writing meets the course objectives” statements. This is a time to illustrate how you have grown as a writer and how your writing reflects your growth.

Composition I: English 103, Stretch I (ESOL)

❖ Course Catalogue Description

- ENGL 103 College Writing: Stretch I [ESOL] (3 units)
First semester of year-long course in reading and writing for academic purposes. Mandatory, with concurrent enrollment in ENGL 109, for English learning students who place in Category IV. Designed with English for Speakers of Other Languages pedagogy for multilingual students.

❖ General Course Information

- English 103 is a three-unit courses (1 unit = 50 minutes of contact per week, which means 75-minute sessions for a class that meets twice per week)
- Students in English 103/104 are required to enroll in English 109, a one-unit writing lab.
- During the academic year, English 103/104 students will write approximately 8,000 words (32 final-draft pages)
- During the academic year, English 103/104 students will read approximately 400-600 pages of published nonfiction writing appropriate to their proficiency level, including articles, essays, and at least one full-length, non-fiction book

❖ English 103: Course Objectives

- Recognize that writing is part of a conversation
- Learn to read beyond content by examining structure, purpose, and audience
- Demonstrate respect for the thoughts of others
- Demonstrate an ability to understand multiple perspectives in relation to one's own
- Gain and apply rhetorical knowledge to analyze the written and spoken ideas of others
- Gain and apply rhetorical knowledge to increase reading comprehension
- Gain and apply rhetorical knowledge to improve writing efficacy
- Recognize how writers adapt language for various audiences and purposes, especially those common in academic writing tasks
- Recognize how writers adapt formats for audiences and purposes, especially those common in academic writing tasks
- Learn to use a variety of strategies to develop ideas and shape written drafts
- Improve ability to peer review other's writing by applying learned skills
- Produce a thoughtful, carefully edited, 3-4-page academic essay with a clear thesis/claim, transitions, reasons, evidence, and appropriate language
- Develop independent language learning strategies
- Build background knowledge (cultural and linguistic) appropriate for academic reading and writing in US context
- Recognize grammatical signals that clarify meaning
- Develop self-editing skills

❖ English 103: Course Learning Outcomes

- Ability to write, revise, and edit short essays in English
- Ability to understand the difference between opinions and informed opinion
- Ability to understand how to use, and how others use, rhetorical strategies to solve problems
- Ability to discover, evaluate, and use information
- Ability to advocate for a cause or idea, presenting facts and arguments in an organized and accurate manner

❖ English 103: Course Benchmarks

- The following Benchmarks are suggestions for the concepts and skills that should be introduced by certain points in the semester. As the processes of teaching and learning are not linear, the Benchmarks cannot realistically reflect the progress students make throughout the semester. Learning and teaching these skills is a recursive process, so many of these skills will be retaught and continually emphasized throughout the term.

Week 5 Benchmarks	Week 10 Benchmark	Week 15 Benchmarks	Week16 Benchmarks
<ul style="list-style-type: none"> ● Active Reading ● Annotating ● Writing Process ● Rhetorical Situation ● Summary ● Response ● Organization ● Articulating a claim ● Introduction to Peer Review/Collaboration ● Summarizing other's ideas ● Point of View ● Revision (essay global issues) ● Editing (verbs, sentence structure, & MLA formatting) ● Regular Reading Practice, including annotation. 	<ul style="list-style-type: none"> ● Identifying an author's purpose, audience, and strategy ● Inference ● Distinguishing between claim and evidence ● Analysis (visual/textual) ● Revision (paragraph unity, coherence) ● More advanced editing (sentence-level patterns and general strategies) ● Developmental strategies ● Organization ● Vocab strategies ● Regular Reading Practice, including annotation and analysis 	<ul style="list-style-type: none"> ● Argument ● Ethos, pathos, logos ● Toulmin rhetoric ● Persuasion ● Revision (moving toward seeing the connection between sentence/paragraph/essay style & coherence) ● More advanced editing (moving toward autonomy in editing for verbs and sentence structure) ● Using sources/information literacy ● Regular Reading Practice 	<ul style="list-style-type: none"> ● Reflective Thinking and Writing ● Review of reading and writing concepts introduced throughout the semester ● Introspection on development as an academic reader and writer
<p><i>*COMPLETION OF MAJOR ESSAY 1</i></p>	<p><i>*COMPLETION OF MAJOR ESSAY 2</i></p>	<p><i>*COMPLETION OF MAJOR ESSAY 3</i></p>	<p><i>*COMPLETION OF REFLECTIVE ESSAY</i></p>

- ❖ English 103: Course Writing Requirements
 - Suggested Essay Sequencing for English 103
 - Four Major Essays:
 - Summary/Response
 - Narrative
 - Persuasion
 - Reflection
 - Other Writing Assignments of Various Length
 - Pre- and post-reading assignments
 - Quick writes for fluency building and reflection on learning
 - Summaries and short analysis
 - Identifications of rhetorical devices
 - Grammar-in-context exercises
 - Sentence-level editing practice at the paragraph level
 - Essay development pieces
 - Revision and editing exercises
- ❖ English 103: Supplemental Materials
 - See appendix A
- ❖ English 103: Suggested Textbooks
 - *Cultures in Contrast*
 - *Writing Clearly*
 - *Steps for Writers: Composing Essays Volume 2*

Composition I: English 104, Stretch II (ESOL)

- ❖ Course Catalogue Description
 - ENGL 104 College Writing: Stretch II [ESOL] (3 units)
Second semester of year-long course in reading and writing for academic purposes. Designed with English for Speakers of Other Languages pedagogy for multilingual students. Must pass course with C- or better to earn General Education, A2 credit. Prerequisite: ENGL 103.
- ❖ General Course Information
 - English 104 is a three-unit courses (1 unit = 50 minutes of contact per week, which means 75-minute sessions for a class that meets twice per week)
 - Students are required to enroll in English 109, a one-unit writing lab
 - Students at the end of both English 101, 102, and 103 have met a shared set of learning objectives
 - During the academic year, English 103/104 students will write approximately 8,000 words (32 final-draft pages)
 - During the academic year, English 103/104 students will read approximately 400-600 pages of published nonfiction writing appropriate to their proficiency level, including articles, essays, and at least one full-length, non-fiction book

- At the end of the semester, English 104 students will create writing portfolios, to be evaluated by composition instructors. The portfolio evaluation results will be a recommendation and will not dictate students' final grades.
- ❖ English 104: Course Objectives
 - Recognize that writing is part of a conversation
 - Learn to read beyond content by examining structure, purpose, and audience
 - Demonstrate respect for the thoughts of others
 - Demonstrate an ability to understand multiple perspectives in relation to one's own ideas
 - Apply rhetorical knowledge to analyze written and spoken ideas of others
 - Apply rhetorical knowledge to increase reading comprehension
 - Apply rhetorical knowledge to improve writing efficacy
 - Recognize how writers adapt language for various audiences and purposes, especially those common in academic writing tasks
 - Recognize how writers adapt formats for audiences and purposes, especially those common in academic writing tasks
 - Use various strategies to develop ideas and shape written drafts
 - Utilize resources, such as feedback and published reference materials, to improve clarity, coherence, and conventional correctness when revising drafts
 - Produce a thoughtful, carefully edited, 4-5-page academic essay with a clear thesis/claim, transitions, reason, evidence, counterarguments with refutation, and appropriate language
 - Prepare a portfolio of writing at the end of the semester that includes a sampling of essays written during the academic year
 - Use independent language learning strategies
 - Continue to develop background knowledge (cultural and linguistic) appropriate for academic reading and writing in US context
 - Recognize ways in which grammatical and vocabulary choices affect meaning and style
 - Use self-editing skills to increase sentence clarity and accuracy
- ❖ English 104 Learning Outcomes
 - Ability to write, revise, and edit medium-length essays in English
 - Ability to develop and recognize informed opinions
 - Ability to use, and recognized how others use, rhetorical strategies to solve problems
 - Ability to discover, evaluate, and use information
 - Ability to advocate for a cause or idea, presenting facts and arguments in an organized and accurate manner
- ❖ English 104: Course Benchmarks
 - The following Benchmarks are suggestions for the concepts and skills that should be introduced by certain points in the semester. As the processes of teaching and learning are not linear, the Benchmarks cannot realistically reflect the progress

students make throughout the semester. Learning and teaching these skills is a recursive process, so many of these skills will be retaught and continually emphasized throughout the term.

WEEK 5 BENCHMARKS	WEEK 10 BENCHMARKS	WEEK 15 BENCHMARKS	WEEK 16 BENCHMARKS
<ul style="list-style-type: none"> ● ACTIVE READING ● ANNOTATING ● WRITING PROCESS ● RHETORICAL SITUATION ● SUMMARY ● RESPONDING TO AND EVALUATING TEXTS ● ORGANIZATION ● ARTICULATING A CLAIM ● INTRODUCTION TO PEER REVIEW/COLLABORATION ● PARAPHRASING ● POINT OF VIEW ● REVISION (ESSAY GLOBAL ISSUES) ● EDITING (CONNECTORS) ● REGULAR READING PRACTICE <p><i>*COMPLETION OF MAJOR ESSAY 1</i></p>	<ul style="list-style-type: none"> ● IDENTIFYING AN AUTHOR'S PURPOSE, AUDIENCE, AND MESSAGE ● DEVELOPING CLAIMS WITH SUPPORT AND REASONING ● ANALYSIS ● RHETORICAL APPEALS (ETHOS, PATHOS, LOGOS) ● EDITING ● CITATIONS ● REVISION (PARAGRAPH UNITY, COHERENCE) ● STYLISTIC CHOICES ● IDEA EXPANSION ● ORGANIZATION ● EDITING (MODALS) ● REGULAR READING PRACTICE <p><i>*COMPLETION OF MAJOR ESSAY 2</i></p>	<ul style="list-style-type: none"> ● DEVELOPING ARGUMENTS ● CONT. READING ● TOULMIN RHETORIC ● PERSUASION ● ADVANCED REVISION ● USING SOURCES/ INFORMATION LITERACY ● SYNTHESIZING IDEAS AND INFORMATION FROM MULTIPLE SOURCES ● EDITING (VERB FORM) <p><i>*COMPLETION OF MAJOR ESSAY 3</i></p>	<ul style="list-style-type: none"> ● REFLECTIVE THINKING AND WRITING ● PORTFOLIO <p><i>*COMPLETION OF REFLECTION AND PORTFOLIO</i></p>

❖ English 104: Course Writing Requirements

- Suggested Essay Sequencing for English 104
 - Four Major Essays:
 - Rhetorical Analysis/Evaluation
 - Cause and Effect or Comparative Analysis
 - Academic Argument Essay
 - Portfolio Reflection (mandatory at end of semester)
- Other Writing Assignments of Various Length
 - Pre- and post-reading assignments
 - Quick writes for fluency building and reflection on learning
 - Summaries and short analysis
 - Identifications of rhetorical devices
 - Grammar-in-context exercises

- Sentence-level editing practice at the paragraph level
 - Essay development pieces
 - Revision and editing exercises
- ❖ English 104: Supplemental Materials
 - See appendix A
 - ❖ English 104: Suggested Textbooks and Nonfiction Texts
 - *Cultures in Contrast*
 - *Writing Clearly*
 - *Steps for Writers: Composing Essays Volume 2*
 - *Funny in Farsi*
 - *I am Malala*
 - ❖ English 104: End of Term Portfolio Assignment

Portfolio Reflection for English 101, 102, and 104

To illustrate to the English Department your growth as a writer, you will hand in a portfolio that begins with a reflective letter. The portfolio should illustrate your unique composing process and should include three out-of-class essays that you have written in your English 101 or 102 course.

This portfolio will be reviewed by a team of instructors from the English Department who are interested in assessing the progress of students as writers.

In your reflective cover letter, you will introduce the contents of your portfolio and will consider how this work reflects your development as a writer over the term. As you begin your reflection, consider the following: 1) how your writing meets the course objectives 2) how your writing reflects your growth as a writer 3) the rhetorical decisions that you made in your essays to meet the demands of audience, purpose, and genre.

As you begin prewriting for your essay, ask yourself the following questions:

- What has this class taught me about being a critical thinker, reader, and writer?
- How has my attitude and approach toward learning changed, and how does my writing reflect this growth?
- What were some of the successes and/or challenges that I encountered this semester?
- How have I changed/matured as a critical writer, reader, and thinker?
- How has my learning evolved? How has my writing processes matured?
- How have I wrestled with complexity and ambiguity in my writing?
- How do the contents of my portfolio reflect what I've learned about writing and who I am as a writer?
- What do I value about the work that I have done, and how has it impacted my confidence?
- How have I used / will I use the writing skills that I have learned in this course in other courses?
- How does my portfolio capture my success as a first-year college student?

Tips and Further Information

- ❖ Writing a quality reflection is no overnight matter; be prepared to spend an extensive amount of time in the writing process.
- ❖ Please, no “My writing meets the course objectives” statements. This is a time to illustrate how you have grown as a writer and how your writing reflects your growth.

Composition I: English 109 College Writing Lab

❖ Course Catalog Description

- ENGL 109 College Writing Lab (1 unit)
Mandatory, concurrent, lab course for Category IV student in ENGL 100/101 or 103/104 and Category III students in ENGL 102. Optional but highly recommended for all students in English writing courses
- English 109: General Course Information
 - English 109 provides additional writing and reading support to students enrolled in English composition courses
 - Students in English 109 have opportunities to interact with the instructor in both one-on-one and small-group settings
 - Students are responsible for coming to each class meeting prepared with writing and reading projects that they intend to work through during class
 - At its core, English 109 is a support course that aims to engage students in the practice of reading and writing
- English 109: Students Learning Outcomes
 - Use feedback from faculty and peers to revise and edit multi-draft essays
 - Identify common individual patterns of challenge in the development and organization of ideas
 - Identify common individual patterns of error in sentence-level grammar and mechanics
 - With growing autonomy, develop strategies for revising and editing
 - Self-monitor for comprehension while reading
 - Recognize sources of confusion while reading
 - Prepare for class discussions of assigned readings
 - Improve editing and proofreading skills
- English 109: Overarching Teaching Guidelines
 - Help students adjust reading expectations for different types of reading
 - Show students how to recognize patterns of error rather than individual mistakes
 - Give feedback that promotes writing and revision as a process
 - Provide opportunities for students to continue the writing process outside of the classroom
 - Model ways to practice active reading and thoughtful inquiry
 - Encourage sustained thought and focus in thinking and writing
 - Facilitate an environment that teaches the habits of a college writer
 - Prepare students for class discussions
 - Help students recognize and address areas of confusion

- SCAA Writing Associates (WAs)

WAs are SCAA writing tutors trained in reading and writing pedagogy. Their training includes commenting and conferencing on writing.

When available, WA's are embedded within regular and hybrid courses for one semester to assist students with engaging in the entire reading and writing process. This includes feedback and revision, specific to assignments in the course.

Composition faculty teaching sections of English 109 may apply to have a dedicated WA assigned to their lab. If a dedicated WA is unavailable, WAs may be able to work with faculty and English 109 students on a limited basis.

Appendix A: Sample Assignments and Class Activities

The following are assignments and class activities that you are welcome to revise for your own class. If you would like to add supplemental material to the faculty handbook, please send it to michael.rovasio@csueastbay.edu.

Major Essay 1: Summary and Response

Parameters

- 3 to 5 pages
- MLA Format
- Participation in Workshop and Conference

What is a Summary and Response?

A *summary* “reports the information, ideas, and arguments in a source in the same order used in the source” (Palmquist 76).

A *response* “speaks back to a text” (Palmquist 92). Responses can critique a text’s ideas, can discuss a text’s limitations, or can explore how a text speaks to you and/or your community.

Assignment

For your second essay of the term, you will summarize and respond to Chapter 1 of Adam Minter’s *Junkyard Planet*. The summary portion of your essay will need to report the major details and ideas presented in Chapter 1. The response portion of your essay will need to speak back to Minter’s work.

As we will discuss in class, there are a variety of ways to respond to a text. You might explore how Chapter 1 relates to your own experiences, or you might explain why you agree or disagree with Minter’s point regarding the need to be more mindful about how much trash we generate. In any case, the response section of your essay should say something in reply to Minter’s work.

As you begin prewriting for your essay, ask yourself the following questions:

To help you summarize the chapter:

1. What background information about the chapter do my readers need to know? (e.g., chapter title, author, year of publication, etc.).
2. What is Minter’s purpose and message in Chapter 1?
3. What are the key details at the beginning of the chapter? In the middle? Toward the end?

To help you begin to formulate a response:

1. How did you react to Chapter 1? What did it make you think about? What did it make you feel?
2. Do you agree with Minter’s point of view? Why or why not?
3. Is the chapter worth reading? Why?
4. What personal experiences does the chapter trigger? Why?

Tips and Further Information

- ❖ If you get stuck, go back to your class notes, the textbook readings, and the sample essays.
- ❖ Writing a quality essay is no overnight matter; be prepared to spend an extensive amount of time in the writing process.
- ❖ Please, no “The chapter is really wrong,” thesis statements. Your thesis should express your critical, balanced response.
- ❖ The SCAA welcomes all writers in all stages of the writing process. Plan a visit.

A Scaffold for Summary and Response Writing

1. Assign Prompt
 - a. Distribute, read, and discuss prompt
 - i. Read the prompt aloud
 - ii. Ask students to make note of key aspects of the prompt
 - iii. Use rhetorical triangle to raise awareness of the rhetorical situation
2. Discussion of Summary Writing
 - a. Slide presentation on summary writing with follow up discussion
 - i. What does “summarize” mean?
 - ii. Moves writers work when summarising texts
 - b. Comparison of two summary paragraphs (one high-range and one mid-range); students decide which one is stronger and why
3. Practice with Summary Writing
 - a. Short reading
 - i. Critically read and annotate excerpt from the book chapter
 - ii. Understand and make note of author’s message and core ideas
 - iii. Use rhetorical triangle to make note of author’s topic, purpose, message, audience, and role
 - b. Group Activity
 - i. In small groups, write a 6 to 10 line summary of the reading
 - ii. Using the overhead projector, read and discuss student summaries
4. Discussion of Response Writing
 - a. Slide presentation on response writing with follow-up discussion
 - i. What does “response” mean?
 - ii. What approaches can writers take when responding to texts? (text-to-text, text-to-self, text-to-community, text-to world, etc.),
 - iii. Moves writers make when responding to texts
 - iv. Read, annotate, and discuss sample response essays
5. In-class Discussion of Chapter 1 of Adam Minter’s *Junkyard Planet*
 - a. “Quest” Warm-up Activity
 - i. Students choose 3 short-response questions (from a list of five) to answer based on the assigned reading
 - b. Whole-class discussion of Chapter 1
 - c. Group Activity
 - i. In small-groups, students write down the purpose, audience, message, and major details (4-6) of Chapter 1
 - d. Individual Freewrite

- i. Students work through their initial impressions of and reaction to Chapter 1
6. Essay Preparation
 - a. In-class activities
 - i. Review Prompt
 - ii. Pre-writing exercises
 - iii. Thesis Formation
 - iv. Paragraphing
7. Review, Revision, and Editing
 - a. One-on-one conference
 - i. Students meet with me for 10 minutes to talk through their drafts
 - b. Peer-review Workshop
 - i. Discussion and overview of how to provide useful feedback to other students
 - ii. As a class, read and comment on a few sample student paragraphs
 - iii. Facilitate a “round robin” peer-review workshop
 - iv. Once finished, facilitate a debriefing session

Essay #1 Assignment: Summary and Response
(up to 15 points)

Summarize and respond to one of the articles that we have read, thus far:

- "Assumptions of College Culture"
- Roland Barthes' "Toys"
- Jennifer Bleyer's "Love the One You're Near"
- Bo Moore's "Why Videogames Should Be Played with Friends, Not Online with Strangers"

As you address the above prompt, within your essay, you will: (1) understand the author's main ideas and purpose; (2) recognize the points that support that author's main ideas; (3) summarize the author's main ideas; and (4) respond to or react to what the author has to say by supporting your own points of view.

As you **summarize the article**:

- Cite the author and the title of the text.
- Indicate the main ideas of the text.
- Paraphrase the main ideas (quote sparingly; use key words, phrases, and sentences).
- Avoid summarizing specific examples or data.
- Remain objective.
- Your summary is to be approximately 200 words.

As you develop your **response to the article**, you will incorporate one, two, or three of the below ways that we have looked at responding to texts:

- *Agree/disagree response*: Explain why you agree and/or disagree with various messages discussed throughout the article.
- *Reflective response*: Consider the article's implications, connect it to your own experiences, opinions, observations, and values, or carry on a conversation with the author, asking questions and clearly explaining your responses to the author's ideas.
- *Analytic response*: Examine the key components of the reading while identifying its purpose, significance, and, or role within a greater conversation, or by interpreting the meaning of the article's main ideas for your audience. Think about the conversations or debates to which the article might pertain. Would you use this source to support your own points, or would you refute the points in this reading?

Quotations

To support your ideas, you will need to incorporate three to four quotations from the article. Each quotation is to be no longer than three sentences in length. Use MLA formatting when including in-text citations and your Works Cited page. Do not use outside sources.

Format requirements

Only essays following these formatting requirements will be accepted:

- typed; double-spaced
- 12-point, standard-type font (e.g., Times New Roman, Arial)
- all four margins set at 1”
- MLA formatting
- header with last name and page number on all pages
- single-sided printing (for final drafts)
- 3-5 complete pages

Summary and Response Essay Assignment

Parameters: 3 to 5 pages with MLA format, participation in a workshop or conference.

What is a Summary and Response?

A summary response essay is a two-part formal essay: summary and response on the *content* of the article. However, the two sections should not be divided into separate sections; rather, they should flow smoothly together so that the essay has overall coherence.

A *summary* “reports the information, ideas, and arguments in a source in the same order used in the source” (Palmquist 76).

A *response* “speaks back to a text” (Palmquist 92). Responses can critique a text’s ideas, discuss a text’s limitations or what is overlooked or left out, or explore how the text relates to you and/or your community.

“In a response essay, *the thesis expresses the writer’s general reaction to the source*, his or her agreement and disagreement, criticism and speculation, qualifications and extensions, and the like” (Kennedy and Kennedy 45).

Assignment

For your second essay of the term, you will summarize and respond to Chapter 1 of _____. The summary portion of your essay will need to report the major details and ideas presented in _____. The response portion of your essay will need to speak back to the text. As we will discuss in class, there are a variety of ways to respond to a text. You might explore how Chapter 1 relates to your own experiences or you might explain why you agree or disagree with the author’s viewpoint. In any case, the response section of your essay should say something in reply to the author’s work.

Chapter 5 in *The Allyn and Bacon Guide to Writing* will help you with this assignment.

For prewriting, do the activities described below:

To help you summarize the chapter, annotate the text and take notes by asking

1. What background information about the chapter do my readers need to know? (e.g., chapter title, author, year of publication, etc.).
2. What are the major details put forward at the beginning of the chapter? In the middle? Toward the end?

To help you begin to formulate a response, annotate the text and take notes by asking

1. What is the topic, purpose, and message of the chapter and your reaction to these aspects of the text?
2. Do you agree with the author’s point of view? Why or why not?
3. Is the chapter worth reading? Why?
4. What personal experiences does the chapter trigger? Why?

Tips and Further Information

- If you get stuck, go back to your class notes, the textbook readings, and the sample essays.
- Writing a quality essay is no overnight matter; be prepared to spend an extensive amount of time in the writing process.
- Please, no “The chapter is really wrong,” thesis statements. Your thesis should express your critical, balanced response.
- The SCAA welcomes all writers in all stages of the writing process. Plan a visit.

Summary Response Activities

Suggestions for preparing students to write a summary response of a particular reading (an article, essay, non-fiction text chapter, etc.)

This is designed for a class meeting twice a week for one hour 15 minutes. It would have to be modified for a class that meets three times a week for 50 minutes.

Day1. Focus on summary writing

1. Show the assignment prompt and go over it in detail.
 - a. Decode the prompt (teach students how to read and interpret the writing prompt)
 - b. Discuss when certain elements of the assignment are due: prewriting, outline (if assigned), first draft which could be the peer review draft or a teacher reviewed (in conference or in other ways), tutor reviewed draft (if applicable), revision plan (if assigned—BTW, I have these done for many types of essays and will share if needed), final draft, as well as how each part is to be submitted—on paper, emailed, or posted on the assignment link on Bb. Answer any questions.
2. If a rubric is associated with the assignment go over that as well.
3. Short interactive lecture on what a summary is.
4. First in-class summary assignment. I like to begin with summarizing something non-text, for example a TV commercial that has a plot or have Ss write a summary of their high school graduation or some other event.
 - a. In groups, share their summaries and pick the best one.
 - b. Share one summary per group with the class (which can be done by using a doc camera if written on paper with a pen, an OHP if written on an OHT, or by reading the summaries out loud)

Day 2: More on summary writing

1. Interactive lecture on highlighting main ideas and annotating, i.e. reactions to the text, questions about the text, vocab definitions.
2. Have Ss highlight and annotate a multi-paragraph text.
 - a. In pairs, have students compare their highlighting and annotating. *Note, the highlighting should be similar since it is on the main ideas; the annotations will be different depending on the students.
 - b. T shows how he or she highlighted the text and explains why and how the T knew what the main ideas are (modeling and strategy training)
3. Connect annotating to summary writing.
 - a. In pairs or small groups, Ss go back to the same text and annotate gist statements for each paragraph and write those down on a piece of paper (or OHT).
 - b. Whole class review and critique of the different gist statements the groups have created (the T will have to have done these previously as prep so he or she can assess and critique the gist statements).
 - c. T collects the gist statements for use in a later class period.

Day 3: More on summary writing

1. Review the elements of what makes a good summary.
2. Have students read a short text and two summaries written on the text.

- a. In groups, students choose which of the two summaries is better and **explain why** they made this choice.
- b. Whole class review and discussion of this.

3. More on summary writing:
- a. Read a very short text.
 - b. Create gist statements and then write a summary with a partner. Share your summary with another pair. Use “Peer Review of Summary” to review the pair’s summary.

PEER REVIEW OF SUMMARY

Use this peer review sheet to review your classmates’ summary and to form the basis of your critique of their summary.

Does the summary open with the author, title, and main topic of the reading?

YES NOT YET

Does the summary report overall topic right away?

YES NOT YET

Does the summary include only main points and major supporting details?

YES NOT YET

Does the summary alter the author's sentence structure and wording?

YES NOT YET

Does the summary preserve the author's meaning?

YES NOT YET

Does the summary have enough reporting language?

YES NOT YET

Are the reporting verbs in present tense?

YES NOT YET

Does the summary mention important conclusions?

YES NOT YET

Does the summary have enough transitions?

YES NOT YET

Is the summary significantly shorter than the original?

YES NOT YET

Is the summary documented correctly?

YES NOT YET

What are the strengths of this summary? Explain.

What do you believe would make this summary stronger?

4. Look at some samples and share with the whole class voting on the best of the summaries.

Day 4: More on summary writing

1. More information on how annotating main ideas connects to summary writing; explain strategies for summary writing: read the text several times, highlight main ideas, write gist statements for every paragraph, discern which gist statements may be eliminated due to redundancy or possibly because a particular paragraph is only evidence for a main idea in

another paragraph. Link relevant gist statements together with appropriate attributive tags and transitions.

2. Form groups of 2 or 3, give each group one of the lists of gist statements from Day 2 class period and students write a summary from these lists.
3. Review each summary (with a doc cam, the OHP, or by reading out loud)

Day 5: Focus on Response

Essay Prompt: After reading and analyzing the first fifty pages of Al Franken’s book, write an essay that demonstrates your understanding of how the author uses humor to create ethos, pathos, or both. In your analysis, consider the effectiveness of Franken’s use of humor toward his intended audience.

Lecture: Audience and Creating an Audience Profile:

- Identifying your audience
- Understanding your audience’s needs, beliefs, values
- How audience affects revisions

In-class Assignment: Individual

Write at least a paragraph on the following and then analyze:

1. Creating any details as appropriate, write a note to a close friend telling him or her something you did over the weekend that was outrageously out of character for you: skydiving, racing, reading, frat party, etc.
2. Explain to your parents or other authority figure the same scenario that you told your close friend. Make any adjustments to the wording and details of your story but don’t completely lie or change the story to something different.

Read samples in class and analyze the rhetorical approaches students take based on their intended audience and the audience’s needs.

Pre-reading: Individual and Groups

1. Clearly, the shifts in style and word choice caused by a change in audience from friends to authority figures was humorous. What, then, makes something funny? Write down a brief definition of humor and give an example. The example can be a joke, a situation, something visual, or whatever helps to illustrate your definition.
2. In your groups, share your definitions and examples. Be prepared to explain to the group how your example illustrates your definition.
3. In what ways does the group agree on what is humor and what is not?
4. Present your groups discussion to the class.

Pre-reading Lecture: After a class discussion defining humor and the role of audience in how humor works, discuss the type of humor found in Franken’s book. Provide background information on the author, Saturday Night Live, and the U. S. senate. Tie lecture points about Franken’s writing with concepts the students’ pre-reading generated about audience and humor.

Lecture: Audience Appeals (Audience Triangle, Rhetorical Triangle): Explain ethos, pathos, and logos.

In-class Assignment: Groups

1. Pick a topic on which your group can agree (it doesn't have to be "controversial") and take a position: bookstore prices are too high, there's not enough parking on campus, students shouldn't have to work so much etc.
2. In your group's attempt to encourage an audience to support your position, write at least three paragraphs: one each illustrating your use of ethos, pathos, and logos. You can write these paragraphs as a group or you can break up the work with one person doing a paragraph demonstrating ethos, another doing a paragraph demonstrating pathos, and two members working on logos. If you need help, call me over.
3. Present your paragraphs to the class. Tells us your topic and position, but do not tell us which paragraphs represent ethos, pathos, or logos. We will try to figure it out.

In-class Discussion

How does humor contribute to ethos?

How does humor create pathos?

When might humor go "too far" and detract from ethos and pathos?

Can humor be a part of logos?

Homework: Read the forward and chapters 1 through 6 (pages 1-50) in Al Franken's book. Analyze who Franken considers to be his audience. How does his use of humor bolster or weaken his ethos with his target audience? In what ways does his use of humor create pathos? Are there places where his humor isn't funny to you but may be funny to his audience?

In-class

Discuss Franken's Book

Discuss Essay Prompt and Ways to Answer the Prompt

Do Pre-writing for Essay One

Creating Writing Assignments Based on Nonfiction Texts

1. Assigning the Essay Prompt
 - a. Read and Explain Prompt
 - i. Decode the prompt
 - ii. Give examples of how the essay may be accomplished
 - iii. Encourage and answer questions for assignment clarity
2. Understanding Content
 - a. Pre-reading
 - i. Using acknowledged pre-reading strategies, prepare students for how to approach reading the text as active readers
 - ii. Brainstorm ways students can and will connect with text content
 - b. Lecturer on key concepts
 - i. Explain rhetorical concepts illustrated in the text
 - ii. Review, enhance, and provide background knowledge for ideas in the text
 - iii. Define terms and words pertinent to comprehension of the text
 - c. In-class exercises
 - i. Individual exercises that prepare students for concepts in the text
 - ii. Group exercises that explore text content
 - iii. Class activities and sharing of individual and group knowledge of text related concepts
 - iv. Class discussions and analysis of upcoming ideas in the text
3. Understanding Rhetorical Strategies
 - a. Lecture on key concepts as appearing in text
 - i. Go over previously discussed rhetorical concepts
 - ii. Explain new rhetorical concepts as illustrated in the text
 - b. In-class exercises
 - i. Individual exercises allowing practice with rhetorical concept
 - ii. Groups exercises allowing practice with rhetorical concept
 - iii. In-class analysis of individual and group exercises
 - iv. Application of concepts to nonfiction text
 1. Individual application of rhetorical concepts to text
 2. Group application of rhetorical concepts to text
 3. Class application of rhetorical concepts to text
4. Review essay prompt
 - a. Show how class activities in sections 2 and 3 above relate to essay prompt
 - b. In-class exercises for essay assignment
 - i. Pre-writing exercises
 - ii. Creating a claim (thesis)
 - iii. Creating and addressing counter-arguments
 - iv. Other ways of generating writing related to the prompt
5. Assign essay for homework

Appendix B: Textbooks and Nonfiction Texts

Suggested Rhetoric Titles for English 102

- *The Allyn & Bacon Guide to Writing*
- *Everything's an Argument*
- *Writing Arguments: A Rhetoric with Readings, Concise Edition*

Suggested Readers and Non-Fiction Titles for English 012

- *V Series* from Fountainhead Press (collection of single-topic readers)
- *Spotlight Reader Series* from Bedford/St. Martin's
- *Longman Topics Series* from Pearson
- *Junkyard Planet*
- *The Immortal Life of Henrietta Lacks*
- *iGen*
- *Gulp*